**K-5 Math Lesson Plan**

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| **Teacher:**  **Nancy Williams,**  **Northern Elementary** | | | **Grade:**  **2nd** | | | **Date(s)**:  August 29, 2012 (#2)  **Day 1 of Task 1**  first day is pre-assessment on place value |
| **Unit Title:**  Unit 1: Understand Place Value (Hundreds, Tens, Ones) | | | | **Corresponding Unit Task:** *The performance task that this particular lesson will lead to.*  Take an inventory of the school supply store by determining how many items are leftover from last year. Use skip counting to help you find the total number of each item. | | |
| **Essential Question(s):**  How do patterns help me skip count? How do I compose numbers up to 1000? How do you know the value of a number?  *(These stay up during the entire 25 days)* | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**   * Overhead of hundreds board to 1000 * Discs to cover up numbers * Large number of beans or small objects (optional) | | **Student:**   * Hundreds boards to 1000   <http://www.treasureforteachers.com/hundchart2.pdf>  (This is a hund chart that goes from 1 – 1000)  It would be best to copy on cardstock to use often as well as worksheet for students to use in this lesson   * Discs to cover up numbers for each student * Student Math journals * pencil | | | hundreds tens ones  skip counting | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **2.NBT.1: *Understand that the 3-digits of a 3-digit number represent the amount of hundreds, tens, and ones.***  **2.NBT.2: *Count within a 1000; skip count by 5’s, 10’s, 100’s.*** | | | | | |
| **I Can Statement(s):** *(These will be present during this lesson only)*  I can skip-count to 1000 by 2’s, 5’s, 10’s to 1000. (100s will be tomorrow).  I can understand that each digit in a 3-digit number represents hundreds, tens and ones. | | | | | |
| **Activating Strategy/Hook:** *(How will students become cognitively engaged and focused?)*  Play Cherry Pie: Have students sit in a circle on the carpet. Give students a number to start with (30) and have children count by 5’s until everyone has said a number. Then start higher, 145 and do the same by 5’s. Write the numbers on the board as they are saying them. Do the same for 10’s. Ask children to tell about the changes in each number.  OR TEACH RINGO RANGO SONG.  Show students a huge amount of beans. Ask them to share strategies of how to count the beans and then model the various ways. | | | | | |
| **Teacher Directed:**  Using a large or overhead 100s board 1- 100 (but have the following boards ready). Place a chip on 40 and have students tell you to count by 5’s and place a chip on each number. Do the same for 10s. When they get to 100, ask st to tell you what’s next. Remove the overhead and put the 101 – 200 board and do the same. Continue to do this until they get to the end of each board. Have children tell about the patterns they see.  **For exposure:** Model for students as well on a number line how to count by 5’s and 10’s from various numbers: 30 – 75: 30,40,50,60,70,75 | | | | | |
| **Guided Practice:**  Pass out various 100 boards to pairs of students so that each set of partners have different boards (1-100, 101-200, 201-300, etc.) and chips to cover numbers. If you have more than 20 students, you can put a group of 3 with one board. Say a number and have all students put a chip on that number. Have the children with the board say the number that is counting by 10s. When they get to the end, the next group says their number that is next counting by 10 until you get to 1000.  Ex: T: 230  Group with 201-300 will say: 240, 250, 260, 270, 280, 290, 300.  Group with 301 – 400 will say: 310, 320, 330, 340, 350, - 400 | | | | | |
| **Independent Practice:**  In their journals, students will write numbers starting with any given number and count by 10s going down so the answers are similar to what they saw on a hundreds board. Teacher will monitor walking around to verify student understanding. | | | | | |
| **Closing/Summarizing Strategy:**  Students can share their answers by coming to the board and writing answers.  Teacher asks: *How are numbers counting by tens similar and different?* | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Skip count by numbers other than 2’s, 5’s and 10s.  Skip count starting with other numbers rather than the general numbers with 0 in the ones. | | | Have students use the base ten blocks and count by tens and 100s, making note of the number that is in the tens/hundreds digit.  They can also count beans and group them by tens/fives into baggies and then count the total. | | | Have beans/beads or small objects for students to count to 10 by 1s. Then group each 10 in a bag so students can count by tens. |
| **Assessment(s):**  Play Cherry Pie again starting with higher numbers. Make informal notes about students that struggle to find next number. Use students’ journals as another informal assessment for understanding. | | | | | | |
| **Teacher Reflection:** (Next steps?) *This is for after the lesson has completed. Teachers will need to decide on what went right/wrong and complete this here.* | | | | | | |